

# Connecting Michigan to United States History

GLCE and HSCE	Michigan Context
<p><b>Grade Two</b></p> <p>2 H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.</p> <p>2 H2.0.2 Explain why descriptions of the same event in the local community can be different.</p> <p>2 H2.0.4 Describe changes in the local community over time.</p> <p>2 H2.0.5 Identify a problem in a community's past and describe how it was resolved.</p> <p>2 H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources.</p> <p><b>Grade Three</b></p> <p>3 H3.0.1 Identify questions historians ask in examining the past in Michigan.</p> <p>3 H3.0.3 Describe the causal relationships between three events in Michigan's past</p> <p>3 H3.0.4 Draw upon traditional stories of American Indians who lived in Michigan in order to make generalizations about their beliefs.</p> <p>3 H3.0.5 Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.</p> <p>3 H3.0.6 Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.</p> <p>3 H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).</p> <p>3 H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.</p> <p>3 H3.0.9 Describe how Michigan attained statehood.</p> <p>3 H3.0.10 Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).</p>	<p>Local community events</p> <p>Point of view of different members of the community</p> <p>Use photos and artifacts from the community.</p> <p>Local community problem</p> <p>Significant community events from the past</p> <p>Impact of glaciers Introduction of trade with Europeans</p> <p>Traditional Anishinaabeg stories</p> <p>Lewis Cass</p> <p>Northwest Ordinance</p>

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## **Grade 4**

4 H3.0.1 Use historical inquiry questions to investigate the development of Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research). (C, E)

- What happened?
- When did it happen?
- Who was involved?
- How and why did it happen?
- How does it relate to other events or issues in the past, in the present, or in the future?
- What is its significance?

4 H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)

4 H3.0.3 Describe how the relationship between the location of natural and human resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities and industries. (G, E)

4 H3.0.4 Draw upon stories, photos, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, 1950-2000). (G)

4 H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. (E)

4 H3.0.6 Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. (G, E)

4 H3.0.7 Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region. (See 8-U4.2.2; 8-U4.3.2; 8-U5.1.5; USHG 7.2.4) (G, C, E)

4 H3.0.8 Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. (G, C, E)

4 H3.0.9 Create timelines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future.

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<p><b>Grade 5</b></p> <p>5 U1.1.1 Use maps to locate peoples in the desert southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi.</p> <p>5 U1.1.3 Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.</p> <p>5 U1.4.1 Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups.</p> <p>5 U1.4.3 Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.</p>	<p>Use Anishinaabeg and Wyandot (Huron) as Eastern Woodland examples.</p> <p>Use Anishinaabeg and Wyandot (Huron) as Eastern Woodland examples.</p> <p>Use the French and British settlements in Michigan as examples.</p> <p>Use Fathers Marquette and Baraga as examples of impact on cultures and the introduction of trade goods.</p>
<p><b>Grade 8</b></p> <p>U4.2 Regional and Economic Growth <i>Describe and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.</i></p> <p>8 U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.</p> <p>8 U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians from their native lands (Trail of Tears), the growth of a system of commercial agriculture, and the idea of Manifest Destiny.</p> <p>8 U4.2.4 Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the Institution of slavery, and the relations between free and slaveholding states.</p> <p>8 U4.3.1 Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education.</p> <p>8 U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement.</p> <p>8 U5.1.1 Explain the differences in the lives of free blacks with the lives of free whites and enslaved peoples.</p> <p>8 U5.1.2 Describe the role of the Northwest Ordinance and its effect on the banning of slavery.</p> <p>8 U5.1.5 Describe the resistance of enslaved people and the effects of their actions before and during the Civil War.</p>	<p>Opening of the Erie Canal and the movement of European immigrants and New Yorkers migrating to Michigan</p> <p>Michigan Quakers and Abolitionists</p> <p>Michigan an opposite example</p> <p>Michiganians and their relationships with Native American Indian Tribes</p> <p>Michigan State University and land grant institutions</p> <p>Abolitionist leaders in Michigan and the connection between key abolitionists and Michigan.</p> <p>Use Michigan stories as examples</p> <p>Michigan enters the Union as a Free State</p> <p>Michigan’s role in the Underground railroad</p>

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<p>U5.2 Civil War <i>Evaluate the multiple causes, key events, and complex consequences of the Civil War.</i></p> <p>U6.1 American in the Last Half of the 19<sup>th</sup> Century <i>Analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in the last half of the 19<sup>th</sup> century.</i></p> <p>8 U6.1.1 America at Century's End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in</p> <ul style="list-style-type: none"> <li>• population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America</li> <li>• systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society.</li> </ul> <p>U6.2 Investigation Topics and Issue Analysis (P2) <i>Use the historical perspective to investigate a significant historical topic from United States History Eras 3 to 6 that also has significance as an issue or topic in the United States today.</i></p> <p>8 U6.2.1 United States History Investigation Topic and Issue Analysis, Past and Present – Examples</p> <ul style="list-style-type: none"> <li>• The Government and Social Change – How have governmental policies, the actions of reformers, and economic and demographic changes affected social change?</li> <li>• Movement of People – How has the nation addressed the movement of people into and within the United States?</li> </ul> <p><b>High School</b></p> <p>U6.1.2 Labor's Response to Industrial Growth – Evaluate the different responses of labor to industrial change including</p> <ul style="list-style-type: none"> <li>• development of organized labor, including the Knights of Labor, American Federation of Labor and the United Mine Workers</li> </ul> <p>6.1.3 Urbanization – Analyze the changing urban and rural landscapes by examining</p> <ul style="list-style-type: none"> <li>• the location and expansion of major urban centers</li> <li>• the growth of cities linked by industry and trade</li> </ul> <p>6.1.4 Population Changes: Use census data from 1790 to 1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration, and urbanization</p> <p>6.1.5 A Case Study of American Industrialism – Using the automobile</p>	<p>Governor Austin Blair and Michigan regiments</p> <p>Mining, lumber and manufacturing in Michigan</p> <p>Immigration to Michigan for mining and manufacturing jobs and opportunities for entrepreneurs</p> <p>Abolitionist movement in Michigan</p> <p>American Indians in Michigan and immigration to Michigan</p> <p>GM Flint Lockout and Miners' Strikes in Calumet</p> <p>Use Michigan cities and examples</p> <p>Use Michigan cities and examples</p> <p>Auto industry in Michigan</p>
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<p>industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining</p> <ul style="list-style-type: none"> <li>the impact of resource availability</li> <li>entrepreneurial decision making by Henry ford and others</li> <li>domestic and international migrations</li> <li>the development of an industrial work force</li> <li>the impact on Michigan</li> <li>the impact on American society</li> </ul> <p>7.1.3 The New Deal – Explain and evaluate Roosevelt’s New Deal Policies including</p> <ul style="list-style-type: none"> <li>expanding federal government’s responsibilities to protect the environment, meet challenges of unemployment, address the needs of workers, farmers, poor and elderly</li> </ul> <p>7.2.3 Impact of WWII on American Life – Analyze the changes in American life brought about by US participation in World War II including</p> <ul style="list-style-type: none"> <li>mobilization of economic, military, and social resources</li> <li>role of women and minorities in the war effort</li> <li>role of home front in supporting the war effort</li> </ul> <p>8.2.2 Policy Concerning Domestic Issues – Analyze major domestic issues in the Post-World War II era and the policies designed to meet the challenges by</p> <ul style="list-style-type: none"> <li>evaluating policy decision and legislative actions to meet these challenges (e.g., Federal Highways Act (1956))</li> </ul> <p>8.3.2 Ideals of the Civil Rights Movement – Compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.</p> <p>8.3.4 Civil Rights Expanded – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20<sup>th</sup> century including American Indians, Latinos/as, new immigrants, people with disabilities, and gays and lesbians.</p> <p>8.3.5 Tensions and Reactions to Poverty and Civil Rights – Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at least one other American City.</p> <p>9.1.1 Economic Changes – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of productions, energy issues, and mass communication.</p>	<p>Michigan forest fires, CCC</p> <p>Arsenal of Democracy, Michigan examples and women in munitions and aircraft production, Rosie the Riveter</p> <p>Michigan interstates as examples I-75, I-69, I-94, I-96</p> <p>Link to Dr. King’s Michigan speech in Detroit 1963</p> <p>Use Michigan examples</p> <p>Detroit Civil Unrest</p> <p>Michigan industries and technologies</p>
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